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ABSTRACT

This guide contains step-by-step information needed in the hiring of a college counselor. It begins with information on how to screen applications for the job. Next is a checklist on preparing for the interview, followed by a number of warning signals the interviewer should watch for. Examples are included of specific questions to ask at the interview. Issues that relate to the candidate's creativity, initiative, and problem solving are also addressed. It explains how to address questions involving professional growth and development, and ways to determine how a candidate may contribute to the department. There is a post-interview reflections summary and a finalist summary to help make candidate selection easy. Web sites are listed for additional interview questions. (JDM)

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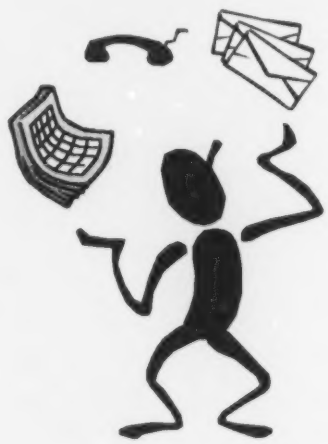
DEPARTMENT OF STUDENT DEVELOPMENT

THE INTERVIEW:

HIRING THE COLLEGE COUNSELOR



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PRELIMINARY SCREENING
(from resume, letter of application; and, telephone calls -
If the latter are needed to fill in information gaps)

_____ 1. EDUCATION & FORMAL TRAINING
Resume records educational background - Masters degree / Masters degree with Specialization/ earned Doctorate - that shows training in counseling or psychology or social work or other allied mental health field.

Rating: 0 = None 1 = Some training 3 = Completed Graduate Training

_____ 2. EXPERIENCE IN COUNSELING
Resume shows years of experience in the field of educational planning, academic advisement, career and personal counseling, and group guidance.

Rating: 0 = No Experience 1 = 1 to 3 Years 3 = More than 3 Years

_____ 3. EXPERIENCE IN TEACHING
Resume shows years of instructional experience in the classroom.

Rating: 0 = No Experience 1 = 1 to 3 Years 3 = More than 3 Years

_____ 4. CREATIVITY, INITIATIVE, & PROBLEM-SOLVING
Resume shows Creativity, Initiative, and Problem-Solving in the list of recorded accomplishments in previous job position(s).

Rating: 0 = None 1 = Some creativity 3 = A lot of creativity
Initiative & Problem-Solving Initiative & Problem-Solving

_____ 5. PROFESSIONAL GROWTH AND DEVELOPMENT
Resume shows keeping up with new trends through reading, extra courses taken, seminars attended, research, and publications.

Rating: 0 = No Effort 1 = Some Efforts 3 = Sustained Commitment

_____ 6. FLEXIBILITY
Resume shows interest and utilization of computer technology (the internet, e-mail), audio-visual media, and other counseling and pedagogical tools to enhance advisement, career planning, and personal counseling.

Rating: 0 = No Interest 1 = Some Interest 3 = Full Utilization
& Some Utilization

PRELIMINARY SCREENING SUMMARY*

Name of Candidate _____ **Date** _____

Criteria	Score (1-3)
Education and Formal Training	
Experience in Counseling	
Experience in Teaching	
Creativity, Initiative and Problem-Solving	
Professional Growth & Development	
Flexibility	

*** Duplicate for as many copies as needed**

BEFORE THE INTERVIEW

A. CHECKLIST FOR INTERVIEW PREPARATION

	Yes	No
Screen carefully. If necessary, use the phone to conduct mini-interviews to cut down the field.	[ ]	[ ]
Have a plan. Pinpoint specific aspects of the resume you want to cover. Tailor your questions to the individual.	[ ]	[ ]
Follow a logical sequence. Start with the more general aspects of the previous job, gradually move into specific aspects. Avoid two common mistakes: failure to offer an overview of what the interview is meant to accomplish, and revealing too many details about the position early in the interview.	[ ]	[ ]
Create a proper interview environment. Don't allow interruptions. Hand out a *Do Not Disturb* sign during the interview. Avoid double-teaming the applicant. One - on- one is best under most circumstances.	[ ]	[ ]
Put the candidate at ease. Establish rapport. Greet the person in the waiting room; don't have the candidate ushered in as if to a royal audience. Talk around a coffee table, not over a desk.	[ ]	[ ]
Let the candidate do the talking. Rule of thumb: Interviewer doesn't talk more than a third of the time.	[ ]	[ ]
Perfect your questioning techniques. *How* you ask questions is as important as *what* you ask. In general, avoid close-ended, leading, loaded and multiple questions. Use hypothetical ones strategically. Emphasize open-ended questions.	[ ]	[ ]
Become a better listener. Actively focus on candidate responses. Give feedback. Hear not only *what's* being said, but *how*. Use silence to indicate you want a point clarified or elaborated on.	[ ]	[ ]
Keep your reactions to yourself. Don't show emotion or challenge points.	[ ]	[ ]

CHECKLIST FOR INTERVIEW PREPARATION
(Continued)

	Yes	No
Stay in control. Always shift the focus back to the candidate and the question being discussed.	[ ]	[ ]
Take notes. It is not rude if you do it judiciously. Just record essentials.	[ ]	[ ]
Don't oversell the position. Be frank about salary and career potential. But don't spend a lot of time on either topic.	[ ]	[ ]
Conclude the interview on an appropriate note. Tell the **no's** you'll get back to them, express an interest in the **possibles**, and tell the **top contenders** that they are. *But don't make any promises to anyone.*	[ ]	[ ]

B. CHECKLIST OF WARNING SIGNALS AN INTERVIEWER SHOULD BE ALERT FOR

	Yes	No
Inconsistent answer by a candidate, such as saying at one time that he or she loves his or her job and at another time that his or her boss is impossible.	[ ]	[ ]
Inconsistencies between what he or she says and what he or she does, or has done. He or she may say that he or she is ambitious and career-oriented, but his job or her job history may show that he or she is content to muddle along.	[ ]	[ ]
Abrasiveness or any other personality quirk that makes the interviewer uncomfortable.	[ ]	[ ]
Evasiveness.	[ ]	[ ]
A pattern of unhappiness in former jobs.	[ ]	[ ]
Psychopathic personality, which might show up in a pattern of taking advantage of other people, to get revenge on the world.	[ ]	[ ]
Split personality, which might show up as a dullness in responding to questions.	[ ]	[ ]
A candidate who blames others for all his or her troubles.	[ ]	[ ]
One who tries to take charge of the interview by attempting to dominate the interviewer or by turning the questioning in a different direction.	[ ]	[ ]
One who admits to patterns of deceit - habitually fooling people at work and elsewhere.	[ ]	[ ]

Questions are "behavioral" or "situational" in content to avoid responses replete with generalities or philosophical musings. Each question presupposes that the finalists have thoroughly **"researched"** BCC Department of Student Development. The absence of such an effort is regarded - by the current norms and practice of hiring personnel - as a serious flaw disqualifying the candidate from being considered for employment. Other institutions have routinely alerted the finalists to familiarize themselves with the institution (e.g. through college catalogue, brochures, phone inquiries) as a matter of courtesy and evidence of serious intent and commitment to work for the institution.

The P & B panel may decide that *one* P&B member ask of the finalists the interview questions suggested below for each go-around. Or, P&B members may decide to do a round robin asking each finalist in each rotation. There are many permutations in the carousel of how the P&B panel may decide to proceed in questioning the finalists.

In any event, each of the categories of questions below can yield only ONE score (1-10) for *each* spin and for each finalist. Choose only ONE of the suggested (or make up your own) questions under each of the categories for *each* rotation for *each* finalist. For each go-around, rate along the *congruency* scale each finalist's response as to whether it comes closest to (10) or farthest from (1) the "ideal response" (or make up your own "ideal response") that immediately follows each of the questions.

A. BEHAVIORAL/SITUATIONAL INTERVIEW QUESTIONS

I

TEACHING & COUNSELING EXPERTISE

(Continued)

1. **OCD-01, as you may know from researching our department, is a non-degree bearing course that is not *really* required for graduation. How are you going to *sell* this course to entering freshmen? Their *standard objection: "Why do we have to take this course? We can read the catalogue*!"**

1 2 3 4 5 6 7 8 9 10

It is more or less like selling a product. First, I will "create" the need: "Do you know how you qualified for PELL & TAP?" " How long will this financial package continue to support you?" " Do you know how to study, prepare for exams, manage your time?" "What GPA do you need to be able to remain in college?" "How do you know that you are in the right major?"

Then, I will distribute the "syllabus" - the "product" that will answer their "needs." Each part of the syllabus, I will show, will "satisfy" every "need" that I "created."

TEACHING & COUNSELING EXPERTISE
(Continued)

But since this is not a one-time product but a service, I will have to "deliver" every time we meet in class and prove how these "needs" are being met. Most of all, I will create a personal and caring "bond" with the students so that they will keep coming back as satisfied and loyal customers.

- OR -

2. **How do you deal with students who are last to do everything, late to class and last in line? They often lag behind everyone else.**

1 2 3 4 5 6 7 8 9 10

*I will use the "**What** Is More Important Than **Why**" technique. I will not ask the student why he/she is late. He/she doesn't know why. I will ask, "**What** did you do - **when you came on time last time** - and **what** are you going to do to continue "coming on time", this time?" **What** is a positive and demands action. Asking **why** will just bring excuses.*

Knowing and understanding the student's lifestyle often provides valuable clues. A student usually develops this habit because there is no organization in his/her life outside school. There is not an established bedtime, mealtime, or time for other family routines. The student needs extra guidance to organize time and meet responsibilities.

*I will not give the student attention for arriving late, or make his/her arrival unnecessarily unpleasant. If I do, the problem might just intensify. I will wait for study or conference time and then counsel the student to make a time chart and organize his/her **To-Do** chores or tasks at home and in school.*

- OR -

3. **How do you handle the student who copies other students' work during class, turns in another's homework, spends time finding out how to cheat rather than how to study?**

1 2 3 4 5 6 7 8 9 10

First, I will decide whether I want to punish the student or change the behavior. Punishing the student will not help the student. It may only force him/her to be a more careful cheater in the future. My purpose is to prevent a character defect from developing rather than to punish the violator of an honor code.

TEACHING & COUNSELING EXPERTISE
(Continued)

*I will approach the student in a private, quite and professional manner rather than an accusing one. I will use the "**Worried-Concerned**" approach. I will reveal doubt as well disappointment but never anger or condemnation. I don't use the word "cheat." I say, instead, in private, "John, I don't think you're being completely honest on this test."*

This student has a strong need to be successful. The cheater does care, and wants to be successful - that's why he/she cheats. I will look into his/her test-preparation techniques. Assign the student to take out a video on test preparation. If he/she is adequately prepared, there is less temptation to cheat.

I will also discuss, with the class, situations students may have to face, and ask them what they think would be good solutions. Some possible situations might include: "What would you do if you saw a classmate taking someone's money?" or "What would you do if someone asked you to help him or her cheat on a test?" Such discussions help the students learn values and build healthy relationships in the process.

- OR -

4. **How would you handle a student who suddenly shouts in class, "I am not going to do this assignment? If you think, I am going to do this stupid thing, you are out of you mind!"**

1 2 3 4 5 6 7 8 9 10

*This student is known as the **authority-pusher**. I will use the "**Caution-Warning**" technique: "I know you're upset or you wouldn't have said that - but let's not say that any more." Then I will hear the student out privately. I will not provide the student an **audience**. Conferences keep the issues from taking valuable classroom time and forcing me to discuss things that I don't want to.*

*I will tell the student **yes** or **no**, and **why**, and do so in a respectful and considerate way - always and never make him or her look foolish. I will explain why my decision is best for the learning situation in the classroom.*

I will remind the student of his/her choice to do it your way or as he/she wishes. I will emphasize that he/she must be prepared to face the consequences of interfering with teaching and learning: "If you're man (or woman) enough to push, be man (or woman) enough to accept any possible consequences of your pushing."

TEACHING & COUNSELING EXPERTISE
(Continued)

This student needs to express authority in positive ways - maybe by being in charge of enforcing the rules. This student must know that the instructor regards him/he as "somebody."

- OR -

5. **How do you motivate students to get better grades than C's? They argue that grades do not make for success at work. Bill Gates, the richest man in the world, is a Harvard dropout. Did your grade point average reflect your work ability?**

1 2 3 4 5 6 7 8 9 10

*My grades were above average to excellent, and I think my work record has been the same. There is a different method of evaluation in school, of course, and I've worked harder on the job than I did in school. At work, it's results that count, and I've always been able to achieve results. It's not what you **know**, but what you **do** with what you know. This has always been my formula for career success.*

*Still, excellent grades show how much effort you are willing to **put out**. And the latter is taken as an indication of how much effort you are willing to **put out** at work.*

By the way, Bill Gates may be a Harvard dropout, but he also happens to be a math genius. This gift he fully utilized in writing math algorithms - the rudimentary beginnings of what we now call "computer language."

- OR -

6. **How do you deal with a compulsive talker in class? S/he loves to talk, and engages in the practice with one and all constantly.**

1 2 3 4 5 6 7 8 9 10

This is more a social problem than a discipline problem. If treated as a discipline problem, it may become one. First, I will react consistently - "don't get on the talker one day and ignore him/her the next." Equally important, I will not criticize publicly.

The talker has a strong activity need. I will give this student small tasks and responsibilities to fulfill the need. I will tell the student that I will call on him/her during class discussions. I may even tell the student the question I will be asking.

I

TEACHING & COUNSELING EXPERTISE
(Continued)

I will seat the talker near quiet and serious students. I will station myself next to this student's desk during presentations. This will keep him/her from talking. When this student is talking, I will not stop the class or say a word. Rather, I will walk toward his/her desk. This will stop the talker.

I will develop a set of hand signals to remind the student when he/she is talking. I will reinforce positive contributions in class. In private, I will tell the student, "The ability to speak is your asset. Therefore, use it wisely following some tips. First, think before you speak so that you gain a reputation for being a ***thinker*** *rather than a* ***talker****. Second, speak slowly so that people can absorb what you say. Third, speak quietly and gently to gain the reputation of being a person of depth. Finally, limit your talking. Remember, you can always add a comment, but you can't withdraw one."*

SCORE =

II

INTERPERSONAL RELATIONS AT WORK

1. **How do you react to criticism by your supervisor if you believe it is unwarranted?**

1 2 3 4 5 6 7 8 9 10

*Criticism is never **unwarranted**, but it is often **unwelcome**. No one likes to be criticized, and many people are insulted. When they're hurt or angry, they either overreact or block out the criticism entirely. Even unnecessary criticism is **caused** by something. If it was something I did, I want to know as soon as possible so I can clarify the misunderstanding.*

*I've learned to think about the other person's comments for a while, so I can see them as feedback to my **actions**, not **rejection of me.** Why did the other individual see what I did as negative?*

Once I've taken time to think, I can respond, rather than merely react. If I still feel the criticism was unjust or was the result of some misunderstanding, I will schedule a few minutes to sit down and talk it over calmly with my supervisor. I always try to present my case without placing blame.

I have learned that being right isn't always the best thing, especially if you're telling someone else that he or she is wrong. It might feel good at first to get someone else to back down, but usually it doesn't do much for the long-term working relationship. The important thing is to place the derailed train back on the track so it will start moving again. When work is going along smoothly, it doesn't matter who is right and who is wrong. It matters that you're all part of a successful effort and that you all share in the rewards of that success. That train can be an express if everyone works together.

If push comes to shove - as a last resort - I might ask for another supervisor for a second opinion on the quality of my work performance. I will ask to be observed in my classroom work or whatever job task is needed to be evaluated. I hope to see some progress in my performance by this second opinion; and, thus avoid going a step farther into arbitration.

II

INTERPERSONAL RELATIONS AT WORK
(Continued)

- OR -

2. **Do you speak up if your point of view differs from that of the VP, your supervisor, or director?**

1 2 3 4 5 6 7 8 9 10

I'm not a ***yes*** *person, but I am careful about how I express my opinions. I don't disagree vehemently with my superiors or coworkers in front of others. During staff meetings I take notes, formulate my ideas fully, and then present them to the other person privately. You can disagree without being disagreeable. In fact, it's much more likely your opinion will be accepted - and appreciated.*

People don't like to be nailed in front of others, and it's a waste of time and energy to cause unnecessary dissent on the job. Private meetings and carefully worded memos that aren't distributed to the entire organization get the message across much more effectively. Few points are worth making at the expense of morale.

How you say something determines whether your opinions will be heard or not. Instead of opening with a statement like, "I don't agree with you on the subject of student attrition," I might say, "I've been reviewing methods of reducing attrition and have an idea about how we can run our retention strategies more efficiently. Would you like to hear it?"

- OR -

3. **Do you think you can get along with colleagues who are clock-watchers, do half-hazard jobs, are frequently absent, come late to work, are constantly whining and telling you not to take work seriously or asking you to take over their class or workshop assignments ?**

1 2 3 4 5 6 7 8 9 10

I have always found that people admire in others the traits they like about themselves. Someone with a strong will is very likely proud of that strong will and doesn't mind when others show conviction. Sometimes you can be of greatest assistance by speaking your mind candidly but carefully.

INTERPERSONAL RELATIONS AT WORK
(Continued)

In the past, I've always been conscious of my position and acted accordingly. I don't let personalities of others affect how I feel about them. I judge them by the quantify and quality of their work. I get along with anyone whose accomplishments I can respect.

There's a saying: "Everyone looks strange to someone else." When it comes to accepting others, that says it all.

By keeping my eyes and ears open, I try to be sensitive to those around me. If someone behaves in a way that is different from what I expect, I ask myself, "Why?" "Are there problems that have caused this person to perform differently!"

On a day-to-day basis, I try to remember the little things that are important to the people around me. I follow up and ask them how things are going without becoming overbearing. Work teams often become like family, and it's important to remember that coworkers need to be appreciated, liked, and respected.

I nstead of being a tattletale, I would ask the supervisor to call a group meeting to air these problems. The problems do not have to inhabit a particular person. They could be disembodied issues that needed to be resolved. A skilled facilitator can harness the problem-solving abilities of the group members and arrive at some concrete and specific resolutions of problematic work issues.

- OR -

4. **How do you deal with "obstructionists" who are against any idea, change, anything that might rock the boat - the subtext is: "Is that more work for me?"**

1 2 3 4 5 6 7 8 9 10

*In a workplace, there are "reactionaries" (**no change whatsoever**) and the "iconoclasts" (**change for change's sake**) on both ends of the continuum. The "obstructionists" may turn out to be the moderating influence that caution the staff to proceed with **deliberate speed**. I will have to study the **pattern** of behavior to see which side of the continuum the so-called "obstructionists" favor.*

*I will have to consider if the **work** was indeed overwhelming before I conclude that there is here an attempt to cut corners or to take the equally disturbing minimalist position: "I will do only what I **must do** as long as **I do it well.**"*

INTERPERSONAL RELATIONS AT WORK
(Continued)

It is the supervisor's call and I might suggest to him/her to call for a retreat to re-examine the department's priorities. If left unattended, "obstructionism" creates a culture of mediocrity where certain people become "parkers" - taking up space and biding their time before retiring. Ultimately, the solution lies in ***round-the-year supervision*** *so that counselors' growing edges are sharpened and nurtured and not allowed to stagnate into "business-as-usual" attitude. In group meetings, the supervisor must be on the look-out for "misdirections" where an issue gets displaced into griping against authority instead of localizing the problem in the counselors' very own professional commitment. The supervisor must keep the counselors' "eyes on the prize": the sovereign and changing needs of the students as the* ***raison d'etre*** *of the department.*

- OR -

5. **Toward the middle or near the end of the semester, you will notice your colleagues coming late to work or calling in absent. How do you account for these shifts in behavior?**

1 2 3 4 5 6 7 8 9 10

These middle or near the end-of-the semester phenomena are usually related to fatigue and stress. I regularly use scheduling software, which helps me effectively plan for the day, week, month, or year. It also has a to-do-list feature and an alarm option, which is helpful for meeting timely deadlines.

In general, though, I'm very goal-oriented and self-disciplined. I like to focus clearly on one project at a time for a set amount of hours.

In the past, I've found that this has helped me save time, which in turn has given me the opportunity to implement new procedures that have ultimately saved the department time and money.

- OR -

6. **Do you feel the only way to get a job done right is to do it yourself? How do you feel about working in groups? Do you tend to play a particular role?**

1 2 3 4 5 6 7 8 9 10

No, that kind of attitude results in mismanagement. If I am the only person in my group with particular skills, my first priority is to train someone else do it in my absence.

II

INTERPERSONAL RELATIONS AT WORK
(Continued)

I enjoy working in groups. Although some project may take longer when several people have to reach a consensus, I believe the result is always better when you can benefit from several people's ideas. I've found that when I work in groups, I'm usually the person who makes sure the work gets finished – the detail person who ties up all the loose ends and who sees the thing through.

While team work is very important, I can work just as hard alone. Though more pressure to produce might exist, it would also prove to be a challenge. Whether I prefer to work as part of a team or alone depends on the best way to complete a job. Either way, I would work equally hard with the initiative required for success.

SCORE =

III

CREATIVITY, INITIATIVE & PROBLEM SOLVING

1. **We have an Advisement-Registration System that takes an entering freshman student at least two (2) hours to complete registration. How would you go about correcting the system that has given BCC a "black eye," a negative image?**

1 2 3 4 5 6 7 8 9 10

This is my "MO" when faced with such a challenging problem. First, I will ask two or three other counselors to join me set up an ***ad hoc committee*** *so that we can work together in tackling this problem.*

We will then do a telephone survey of the sister units of CUNY as well as other private community colleges in the tri-state area.

The focus of our inquiry will be: ***How were the other colleges able to reduce the freshman registration process to a minimum of twenty (20) minutes?***

We will summarize our findings in the form of recommendations and submit a report on the "best practices" in advisement and registration process to the Vice-President of Student Development.

- OR -

2. **We have an Advisement-Registration System that is conducted by counselors and academic faculty. Not all academic faculty are trained to advise and register; and yet, when something goes wrong, counselors are blamed for doing a "lousy" job. How do you solve this problem?**

1 2 3 4 5 6 7 8 9 10

The recent trend is toward a ***satellite*** *system where more and more departments create their* ***own*** *venue of operation and take responsibility for their* ***own*** *students. The idea is to localize and isolate the "blame" within each of the satellite units. Purportedly, this ought to reduce finger pointing to a minimum.*

However, this isolationist trend could backfire. Students assigned to academic departments will probably be advised with a fair amount of "technical accuracy." But the focus is too narrow and it does not take into consideration the learning problems, the career plans, the financial implications of course-load taken, and personal problems that interfere with college success.

CREATIVITY, INITIATIVE & PROBLEM SOLVING
(Continued)

A middle-of-the road solution might take advantage of the liaison arrangement of the Department of Student Development with the various academic departments. The counselors in liaison with the departments could be the ***consultants*** *conducting workshops both for the old and new faculty members. The counselor could share insights into the learning problems, the career plans, the financial aid implications of course-load taken and personal problems that interfere with students' success in college. With the new faculty, the counselor could even offer to "review" their advisement sheets and offer suggestions as to how to be* ***accurate*** *and* ***holistic*** *in addressing the academic, career, personal needs and financial concerns of the students.*

- OR -

3. **One of the most crucial element in the advisement and registration process is the amount of time it takes to *schedule* the student. The scheduling needs of students are often dictated by their work hours, baby-sitting hours and family obligations. Advisors and counselors dread doing this portion of registration that saps their energy away. How would you go about resolving this problem in the system?**

1 2 3 4 5 6 7 8 9 10

In most colleges, counselors are equipped with computer technology so that their office has become a complete functioning unit that carries the students from advisement and scheduling into actual registration. Where there is on-going registration (from mid-terms on), counselors can proceed at a leisurely pace to advise, schedule, and register students from their office computer unit.

However, at crunch time, when there is a tidal wave of students who want to register, some emergency measures must be adopted. A separate room must be designated for scheduling where CAP interns or student assistants can help students schedule the classes approved by the counselor. The students, after completing their schedule of classes in a central location, return to the counselor to register their classes. Should they need to change courses, they return to the counselor for advise and registration.

But the crucial question to ask is : Are the class schedules configured to ***accommodate*** *- the students with baby-sitting problems, the students who work part-time, the students who works full-time, etc.? If class*

CREATIVITY, INITIATIVE & PROBLEM SOLVING
(Continued)

schedules are rigidly set, the demand cannot be accommodated and students walk away disgusted with the College. **Accommodating** *students' schedules calls for a command decision at the highest administrative level.*

- OR -

4. **Students placed themselves on academic probation because of *over-reaching*, i.e. registering for courses they are not prepared to take, taking too many courses, taking the wrong courses, etc. They are in a "hurry to get out of this place," "make up for courses dropped the previous semester," "improve their grades by taking 'easy' courses." They end up with Fs, Inc-F, ABS-f. It is a formula for academic disaster.**

1 2 3 4 5 6 7 8 9 10

In most colleges, counselors now control actual registration from their offices. Each counselor is given a user ID and a password so that he or she can actually punch in the courses and complete students' registration from his or her "home base." He or she therefore controls the courses the student actually registered for. Should there be a change of program, the students return to the counselor for advise and registration.

The problem arises when there is an "Arena," a central location where students can go to change their courses and complete other such transactions. The processes and operations are outside the actual oversight of the counselors and that is when students are often tempted to "add" their "own" courses. If the "Arena" were abolished, control would revert to the counselor or advisor.

If over-reaching is a pattern with a particular student, he or she must be referred to psychological services to see if the student can manage to break this cycle of self-inflicted wounds.

- OR -

5. **We have an Immersion Program for ESL students. The problem is that ESL students invariably lapsed into talking their primary language once they are outside the Immersion lab and certainly when they go home to speak with their family members. They constitute the most High-Risk of all student groups and the problem seems intractable.**

1 2 3 4 5 6 7 8 9 10

CREATIVITY, INITIATIVE & PROBLEM SOLVING
(Continued)

The most successful ESL programs are the so-called ***Work Place Literacy Programs****. The programs use the built-in motivation of the work place as an incentive to learn English as soon as possible. The work environment is inhabited by a diversity of people who do not speak the language of the ESL program participants. Adjusting to their co-workers pushes the ESL program participants to learn English so they can communicate with their co-workers.*

College programs try to follow the model of the Literacy programs. In addition to taking part in an immersion program, ESL students are required to take "vocational" courses , e.g. information systems in computer technology. Once they are enrolled in the computer courses, ESL students are assigned a partner (who does not speak the primary language of the ESL student, e.g. Spanish) and together, as a study pair, the two navigate through courses in computers. The study-pair arrangement is designed to prolong the effects of the immersion program.

Researches are now beginning to look at different Hispanic groups for patterns in achievement motivation. There are certain groups who comparatively have an easy time acquiring a second language; Other groups have difficulty in making the transition.

- OR -

6. **What do you do with students who tend to drop courses at the drop of a hat or withdraw from college when the going gets tough? They end up being part-time students even before the semester is half-way over or completely dropping out.**

1 2 3 4 5 6 7 8 9 10

Students drop out or withdraw because of the lost of a ***sense of efficacy****, i.e. they can handle or tackle the course.*

I will first find out if the ACT scores indicate that the student is in the "right" course. I will check for pre-requisites and co-requisites. I will ask if the student has discussed his or her difficulty with the instructor. Has the student tried tutoring?

Then, I will look for the ***interference*** *factor? Does the student have a full-time job that interferes with classes (which usually is the case). Does the student have personal crisis or family problem? Does he or she have financial problems?*

III

CREATIVITY, INITIATIVE & PROBLEM SOLVING
(Continued)

*As a "last resort," I will **negotiate** with the student to drop some of the more difficult courses (to preserve a 2.00 GPA for the semester) and continue in the courses that he or she can manage to complete with more than average grades. I will also persuade the student to use DISCOVERY and see whether the student is pursuing the appropriate major and taking the correct courses related to that major. Finally, I will remind the student of the consequences of the drop or withdrawal on his or her financial aid package of either PELL and/or TAP.*

SCORE =

IV

PROFESSIONAL GROWTH AND DEVELOPMENT

1. **How do you stay current? What journals related to Student Development concerns would you recommend should I want to catch up on:**

1 2 3 4 5 6 7 8 9 10

Student Development Issues	Journals
Academic Advisement and Registration	NACADA Journal
Classroom Innovations	School Counselor
Freshman Initiative Program	Journal of Freshman Year Experience
High-Risk Students	Journal of Developmental Education
Innovative Programs	New Directions for Community College
Research	Community College Quarterly for Research & Development
Supervision & Evaluation	Counselor Education & Supervision

- OR -

2. **From your readings or from workshops or seminars attended, what is the future of Student Development Programs? Are we going to be phased out or "retrenched?"**

1 2 3 4 5 6 7 8 9 10

There are several schools of thought. One states that Student Development would be reduced to a core minimum of the following services: Recruitment, Admissions, Registration, Career Development /Job Placement, Financial Aid, Health Services and Student Activities.

A more optimistic forecast suggests that if the ***Rutgers Model*** *prevails, counselors may prolong their lifeline in higher education. The aforementioned model follows a cluster arrangement where counselors are distributed into various academic departments as members of a counselor- faculty team working on probationary or High-Risk students.*

Another prediction points to the emergence of a professional who will replace counselors and psychologists or social workers in the college scene. This new professional is a learning specialist or a school psychologist who will be hired to work with academic faculty on the learning problems of students. Students who need counseling or psychotherapy will be referred to nearby hospitals or community health centers who accept medicaid cards.

- OR -

3. **The Department of Student Development has a limited budget for travel expenses that Counselors can apply for when they attend workshops or seminars. Where would you go and what seminar or workshop topics would you be interested in?**

1 2 3 4 5 6 7 8 9 10

I would go to North Carolina to attend John Gardner's Institute for the Freshman Year. I would like to learn what innovations in freshman year programs have been tried and found successful the current year.

[or:]

I will attend the bi-yearly Noel-Levitz seminars to learn more about the best practices in the retention of students based on the motivation profiles generated by their College Student Inventory.

[or:]

*I will track the calendar of seminars and workshops for ESL students (published in **ESL COLLEGE QUARTERLY**) so that I can catch up with the programs which are relatively successful in helping ESL students break the language barrier and move on into the mainstream of college life and studies.*

- OR -

4. **What new skills would you like to acquire?**

1 2 3 4 5 6 7 8 9 10

If I am hired, this would be my first year. Therefore, I would like to acquire skills in academic advisement, scheduling of courses and registration.

*I would like to be able to maneuver my way through the various fields in the **BASIS (SIMS)** database. I would like to learn how to locate the placement results, the grades of previous semesters, and the GPA of students who are coming for advisement.*

I will learn about the pre-requisites and co-requisites of courses. I will learn to navigate through the flow charts of each curriculum. I will learn what are the core courses, the required courses, concentration courses, the electives.

*I would like to submit my advisement sheets to a senior counselor for **review**. I am open to suggestions so that I can improve my advisement skills which take several years of experience to fine-tune and more years to reach a master level of expertise.*

- OR -

5. **There are presidential grants available every year to faculty to conduct research and create innovative projects. What might you want to research?**

1 2 3 4 5 6 7 8 9 10

I would conduct research on different Hispanic ethnic groups that trace their origin from the Carribean, Central America, and South America. Each group has diverse acculturation rates and therefore a slow or fast pace of learning English. I would like to explore the intervening forces - value systems & achievement motivation - that favor a comparatively fast transition into speaking and writing in English.

[or:]

*I would conduct research on the holding power of a **buddy system** that help students stay in class and achieve in class. What might be the correct composition of the dyad, the compatible characteristics that favor positive results and the time duration of the pair's being together?*

PROFESSIONAL GROWTH AND DEVELOPMENT
(Continued)

[or:]

*I would conduct research on **Peer Counseling** and its impact on the retention of students on academic probation. How is the peer counselors' impact on students different from that of professional counselors'? What style of peer counselor intervention is most effective in helping students on academic probation? Do peer counselors have an edge because of their **credibility** (" been there, done that")?*

- OR -

6. **Learning communities seems to be centerpiece of successful freshman year experience. What is the latest buzz about *learning communities?***

1 2 3 4 5 6 7 8 9 10

***Learning communities** continue to be the centerpiece of freshman academies. Students' feedback continues to be positive with regard to the networking and support from fellow students and faculty.*

*Research results, however, are mixed particularly toward the end of the third semester and onto subsequent semesters. Throughout the two semesters (one year), retention rates and GPAs achieved are superior to the retention rates and GPAs of comparison groups. The end of the third semester and later semesters marks the beginning of a "dip" in this cohort of students' GPAs and retention rates. There is now an attempt to prolong the **community** aspect of learning communities. Upperclassmen become **mentors** to other students who need help to get back on track.*

*There is also a new wrinkle is in the expansion of the community concept to the whole college as a **village** to prevent the "dip" in student grades and retention. It is **humanizing** the campus climate from the Office of Admissions to the Office of Veteran Affairs and all the other in-between departments and college units . The catchwords are: **courteous-warm-prompt-follow-up** from the President of the college, the faculty, the counselors, the staff, the secretaries, the student aids in responding to students' requests for help.*

SCORE =

V

FLEXIBILITY

1. **Do you consider yourself computer literate? Do you have any reservation in the use of computer technology in counseling?**

1 2 3 4 5 6 7 8 9 10

[If yes:]

Fortunately, through my work, I've been exposed to various computer applications and systems. In addition, on my own initiative, I have tracked the development of this technology closely. Of course, I don't have hands-on experience with every type of computer or every program - I doubt anyone can say that - but I'm aware of most innovations and highly skilled in several applications.

[If no:]

Although in my most recent position(s) I wasn't offered the opportunity to work on computers or be trained on them, I consider it essential that this capability become part of my skill set. I welcome the challenge and intent to become proficient in this area.

To be resistant would be foolhardy. No one who expects to stay competitive and on top of his or her game can afford to deny the inevitable. Computer technology already is a part of all of our lives, even f some of it is behind the scenes and seemingly "out of sight, out of mind."

But am I enthusiastic? I'd call myself a ***skeptical enthusiast*** *because, historically, when technological revolution has taken place, the natural tendency is to focus on the positive effects and to marvel at the ingenuity behind the inventions that brought on the revolution. But I've learned through my professional and personal experiences that we never get something without having to give something up, too:* ***virtual reality is no substitute for actual reality!***

- OR -

2. **Some counselors have extensively been using *E-MAIL* in their work with students. In what way are you planning to use *E-MAIL* in your work with students?**

1 2 3 4 5 6 7 8 9 10

If all students at the College have e-mail accounts themselves, then electronic mail will be an incredibly efficient and inexpensive way to

send memos and urgent notes to my students as long as they have access to computers. E-mail is a great way to stay in touch with student between class sessions, not only for setting up, changing and reminding them of their appointments, but for providing supportive messages and keeping in touch with students. I can track them when they are absent, monitor their project, give instant feedback on tests.

The downside is that some people have a tendency to overuse it. I've heard colleagues complain of being out of the office for a few days on sick leave or vacation and coming back to find hundreds of e-mail messages awaiting them. That's excessive. E-mail is so easy to use that it's tempting for colleagues and students to write a new message for each thought they have, rather than organize their comments into a report or lengthier memorandum - or get out of their chairs and take a walk to a colleague's office down the hall. E-mail should be treated as a tool, an aid, not a replacement for all other forms of communication, certainly for one-on-one interactions.

- OR -

3. **Some counselors have extensively used *CHAT ROOMS* in their work with students. In what way are you planning to use *CHAT ROOMS* in your work with students?**

1 2 3 4 5 6 7 8 9 10

Outside of a counseling session, chat-rooms can be an adequate remedy for feelings of isolation, irrational guilt and self-blame that some students experience. Students can find other people struggling with the same kind of issue. The chat-room can become a peer network that offer support and advice. There is also the liberating effect of anonymity on the chat rooms.

It helps many students overcome the stigma of "mental health treatment." It is the absence of the stigma and embarrassment that has encouraged people who would never risk a face-to-face conversation with a counselor to seek the chat room. Research found that students revealed four times as much about themselves when they typed their comments anonymously (under an assumed name) over the internet than when talking face to face. So if our faces are veiled in some electronic manner that removes the common social cues of facial expression, we may open up another route of communication that

yields different benefits. Whether I refer a student to an existing chat room or organize one myself, I will make sure that I monitor the chat room with my "anonymous" presence. There will always be anomalous developments - wrong advice given or some sexual propositions - that require strict monitoring and "timely" interventions.

4. **Some counselors have extensively used the WEB in teaching and counseling students. In what way are you planning to use *the* WEB in your work with students?**

1 2 3 4 5 6 7 8 9 10

The Web offers an abundance of academic, career and mental health sites featuring practice management, useful products, professional advice , research articles, mental health advice, and peer networks. I wouldn't say that you could find an answer to every counseling or academic question, problem or issue of interest to either the counselor or student on the Web, but there are clearly distinct categories of help that the Internet can provide.

*There are the **STUDY** sites which provides practice in time-management, study habits and study skills. The **CAREER BUILDER** sites offer a packaged program for career assessment, resume-writing, interview practice, and job searches through the internet. Then, there are the **VIRTUAL COUNSELING** sites which offer the student a menu of solution plans for every personal problem he or she might encounter in college.*

By using the Web as part of my counseling and teaching repertoire, I will also be helping students improve their computer literacy skills and thus narrow the gap of the digital divide between the more privileged students and the minority students.

- OR -

5. **We have evening students and single-parent students who simply cannot attend - *physically* - classes in college. What do you think of *on-line DISTANCE LEARNING* to accommodate these students. What advantages or disadvantages do you foresee in harnessing on-line distance learning courses?**

1 2 3 4 5 6 7 8 9 10

Distance learning is delivered through (a) Interactive Video, (b) Telecourses, and (c) On-line or Modem based. On-line classes are preferred by colleges because the set-up comparatively cost less.

Online classes rely upon computer based interactive technologies for content delivery, faculty-student and student-student interaction. E-mail or computer conferencing tools are the cornerstone of the class interactivity. More sophisticated systems would provide for such options as online testing, animated simulations or use of audio files.

Distance learning suffers from the lack of face-to-face interaction that moves student to be ***on-task*** *at designated time periods. Additionally, the course must be constructed with clarity and specificity of design to include testing and immediate feedback to students.*

I will opt for the ***hybrid*** *option (* ***unseen*** *portions+* ***seen*** *portions) where I will require students to see me in person at least thrice a semester: at mid-terms, during advisement & registration, and the finals. These face-to-face encounters will make up for whatever may be lacking in the* ***digital (unseen)*** *set-up of distance learning.*

- OR -

6. **Some counselors have been toying around the idea of having personal homepages that carry services tailored to the needs of their caseload of students they teach and counsel. What do you think of the idea? Do you have plans of adopting this practice in working with students?**

1 2 3 4 5 6 7 8 9 10

Yes, I could have a ***Virtual Counseling Office****. For the counselor drowning in paper work and addled by scheduling hassles, the homepage becomes a virtual office set-up. I could have my class attendance list and case-load assignment loaded on separate data bases. I will have courses stored for students to enroll into as their needs dictate . The courses will include testing set-ups that automatically deliver test results to students at the middle and end of the semester.*

I will have in my ***PORTAL*** *such services as (1)* ***Academic Support Services*** *- for study habits and study skills, (2)* ***Career Services*** *- for career development and job searches in the internet, and (3)* ***Counseling Services*** *- for solutions to the family and personal problems of students.*

V

FLEXIBILITY
(Continued)

I will also have a special Advisement and Registration ***PORTAL*** *so that I can advise, schedule and register my students.*

Above all, I will be able to ***customize*** *all of the above services according to the peculiar needs of students assigned to me from one semester to the next.*

SCORE =

VI

POTENTIAL CONTRIBUTION TO THE DEPARTMENT OF STUDENT DEVELOPMENT

1. **If you get hired, how would your supervisor's evaluation of you read like at the end of the year with regard to your teaching performance? Be specific.**

1 2 3 4 5 6 7 8 9 10

I would like the evaluation to read as follows:

> *He/she pinpointed what needed to be observed in his/her class sessions. He/she wanted to know how to ask high-level questions so that students will learn to think instead of giving mindless answers.*
>
> *He/she followed my suggestions and began to ask high-level questions. The students were uncomfortable at first. But this counselor stuck to asking this type of questions. There was more student participation when students learned that he/she would not give up on them.*
>
> *He/she is now ready to move on to another classroom task and will be preparing his/her pre-observation sheet for our next evaluation conference.*

- OR -

2. **If you get hired, how would the VP's summary of your reappointment read like at the end of the year with regard to your effort to retain at-risk students? Be specific.**

1 2 3 4 5 6 7 8 9 10

I would like the reappointment to read thus:

> *This counselor took the initiative of tracking the students who were in danger of being debarred or being dropped from his or her OCD classes.*
>
> *He/she began phoning these students at-risk once they missed classes. He/she told them what to study and gave a short review of what happened in the class they missed. He/she offered to make a special appointment to discuss any problem the students might have before these problems balloon into crisis proportions.*

VI

POTENTIAL CONTRIBUTION TO THE DEPARTMENT OF STUDENT DEVELOPMENT
(Continued)

He/she then shared her/his findings with fellow counselors and the profile of students who are likely to walk out or drop classes. The counselors in turn gave him/her feedback as to what interventions he or she could undertake to prevent the debarments or course drops.

The counselor then submitted a brief to me summarizing the profiles of these students at-risk together with the interventions that would minimize course drops or debarments from class.

- OR -

3. **If you get hired, what would your colleagues say about you at the end of one year with regard to your *liaison assignment*?**

1 2 3 4 5 6 7 8 9 10

Since I will be assigned in liaison to a particular academic departments, I would like my colleagues to say the following:

He/she regularly attended the meetings with the academic department he or she is assigned to. He/she brought back information about what new courses are being planned or are going to be introduced in the near future.

He/she kept us updated as to what the pre-requisites and co-requisites were with regard to old or new courses. He/she taught us how to interpret placement scores in English, Reading, and Math so that we could properly advise our students.

He/she did our department proud by his/her advocacy of students who are having problems with the department's more "difficult" courses. He/she shared our department's holistic approach to students' problems: personal, family, work, financial considerations.

POTENTIAL CONTRIBUTION TO THE DEPARTMENT OF STUDENT DEVELOPMENT
(Continued)

- OR -

4. **If you get hired, how would the students evaluation of you in OCD classes read like at the end of the year? Be specific.**

1 2 3 4 5 6 7 8 9 10

*On the **teaching** items, I would like my mean ratings to come as close as possible to the departmental norms. Where my ratings deviate from the departmental norms, I will discuss these deviations with my supervisor because these are certainly growing edges calling for improvement.*

*On the **department** items, I would like the students to say that they learned much about how to get complete financial aid coverage, how to study, how manage their time, how to plan for their careers.*

*As a **counselor in the classroom,** I would like the students to say that I did not "dumb down" the work - the " tender tyranny of low expectations." But that I expected and ask of them to give their best as any of the students in any of the prestigious institutions of higher learning in the USA.*

- OR -

5. **After researching our department, what unit or aspect of our work could you enrich or improve?**

1 2 3 4 5 6 7 8 9 10

*I am looking at the OCD- 01 & OCD- 11 syllabi and the course contents for both courses. I will probably get the courses **web-integrated.** I will link up to important URL sites that will help students improve their **study habits and study skills.** I will also be looking at the various career-building portals for students who are preparing for their **careers, engaged in job search, writing resumes and preparing for interview.** I will be installing a **mental health clinic** from the web for personal counseling of students.*

POTENTIAL CONTRIBUTION TO THE DEPARTMENT OF STUDENT DEVELOPMENT
(Continued)

[or:]

I would like to get involved in training the peer counselors at the Probation Center. It is not just knowing how to calculate the GPA needed to get off probation. The peer counselors must create a bond with the probationary students so that the latter will feel connected and cared for and thus begin to take care of themselves.

[or:]

*I am also interested in organizing study groups for our students so they will learn the advantage of working together, of pooling the resources (**several heads are better than one!**), that cooperation tops the competitive norm especially when it comes to problem-solving. Researchers have found that high achievers (e.g. Asian-Americans) tend to work in group.*

- OR -

6. **If we were to contact your supervisor or director, what would he/she say about your initiative at work? Be specific.**

1 2 3 4 5 6 7 8 9 10

I can usually find inefficiencies in process, and I always try to take some initiative to come up with a solution for improvement. My last supervisor was a little surprised and flustered the first few months when I was constantly coming to him with my ideas for improvements. He finally accepted the fact that I had some good ideas and encouraged me to write up in a proposal every month my one best idea so that he could get me the resources to tackle the solution on a formal basis.

My first big project had to do with the problem of getting sufficient enrollment in our classes and classes were always getting canceled. This was extremely frustrating to me, so I want to see the supervisor to talk about it. He expressed his commitment to the department and suggested we form a task force with a few counselors and a few other students to address the problem. In the year since, we've revamped the class schedules so that it's more in line with student demand. We eliminated the 4:00 pm and 5: pm classes and opened more classes from 6:00 pm down into the late evening hours. Thus, we were able to accommodate students who were working or had baby-sitting

VI

POTENTIAL CONTRIBUTION TO THE DEPARTMENT OF STUDENT DEVELOPMENT
(Continued)

problems or had children to pick up from school. As a result, classes are better attended and we have had fewer cancellations. My supervisor would always use me as an example of someone who's constantly taking the initiative.

SCORE =

B. PERSONALITY TRAITS

FIRST IMPRESSIONS

(1 = low presence/appropriateness; 10 = high presence/appropriateness)

Attire, Appearance, and Grooming

VII. 1 2 3 4 5 6 7 8 9 10

Score =

Enthusiasm & Attitude

VIII. *1 2 3 4 5 6 7 8 9 10*

Score =

Friendliness and Humor

IX. *1 2 3 4 5 6 7 8 9 10*

Score =

Maturity & Judgement

X. *1 2 3 4 5 6 7 8 9 10*

Score =

POST-INTERVIEW REFLECTIONS

A. ***Checklist of Pitfalls I Managed to Avoid***

	Yes	No
Avoided the embedded parenthetical phrases ("How do you view the relationship (*by that I mean How people get along, what roles does each play, etc.*) - that generate multiple questions and confused the interviewee.	[ ]	[ ]
Avoided questions in which the answer is either given or implied? (e.g. Isn't the quality of life more than important than the quantity - the implicit message is that the interviewer values the quality of life above the quantity of life).	[ ]	[ ]
Avoided **WHY** questions? (Can be potentially threatening and interviewees may become defensive in their responses, affecting the data obtained).	[ ]	[ ]
Avoided poorly phrased questions that were not understood by interviewee.	[ ]	[ ]
Avoided purposeless questions that did not yield information about the characteristics of the interviewee.	[ ]	[ ]
Avoided talking too much that denied the interviewee sufficient opportunity for responding to questions.	[ ]	[ ]
Avoided reacting emotionally to interviewee that clouded and slanted my judgment.	[ ]	[ ]
Avoided becoming antagonistic that cowed and inhibited the interviewee from giving a candid response.	[ ]	[ ]
Avoided failing to follow up revealing leads.	[ ]	[ ]
Avoided asking questions that went beyond the limits of proper interrogation.	[ ]	[ ]

B. ***Checklist of the Positive Aspects of My Interviewing***

	Yes	No
Probed deeply enough into important areas.	[ ]	[ ]
Asked only one question at a time.	[ ]	[ ]
Questions were short and precise.	[ ]	[ ]
Was cognizant of interviewee's use of language (i. e. dialects, idioms, jargon, slang).	[ ]	[ ]
Used language that is understandable and comfortable for the interviewees.	[ ]	[ ]
Used **Silence**. Says "I'm with you; go on," or, "I'm waiting, sensing you're not finished.	[ ]	[ ]
Used **Mm - hm.** Generally considered to indicate permissiveness on the part of the interviewer, or "So that's what you're thinking."	[ ]	[ ]
Used **Re-statement.** Interviewee hears what he/she has said, encouraging him/her to continue.	[ ]	[ ]
Used **Clarification**. This makes what the interviewee said clearer; it also makes expressing, on the part of the interviewee, easier.	[ ]	[ ]
Used **Reflection**. This verbalizes what the interviewee *feels*, not says ("I hear you say that it is unethical to release such information to the faculty.").	[ ]	[ ]
Used **Interpretation**. This uses the interviewer's frame of reference. We move from responses to leads.	[ ]	[ ]
Used **Explanation**. Used as a lead or a response; Descriptive in character, but neutral in tone.	[ ]	[ ]
Gave **Encouragement.** Support and reinforce the interviewee verbally and openly; use encouragement as a lead.	[ ]	[ ]
Invitation to **Elaborate** (" Tell me more about what you mean by *mind set*.")	[ ]	[ ]

B. Checklist of the Positive Aspects of My Interviewing
(Continued)

	Yes	No
Used **Perplexity** so that interviewee could clarify or interpret statement (*"I am confused by what you mean by 'open' questions."*).	[ ]	[ ]
Used **Declarative Statement** so that interviewee could correct my interpretation (*" It sounds that you are feeling uncomfortable in your role as a teacher in the classroom."*).	[ ]	[ ]

*FINALIST SUMMARY**

Name of Finalist _____ *Date* _____

P & B Member: _____

Qualifications	*Score (1-10) & Comments*
Teaching & Counseling Expertise	
Interpersonal Relationships at Work	
Professional Growth & Development	
Creativity-Initiative-Problem Solving	
Flexibility	
Potential Contribution to the Department of Student Development	
Attire, Appearance, & Grooming	
Enthusiasm & Attitude	
Friendliness & Humor	
Maturity & Judgement	

* *Duplicate as many copies as needed*

TOTAL =

RECOMMENDED SITES ON THE NET
Interview Questions

All Interview Questions/Answers
http://www.meetit.com/intvtque.html

Career Builder
http://www.careerbuilder.com/gh_mt_htg_questions.html

Common Interview Questions
http://www.vuw.ac.nz/st._services/careers/common.htm

Interview Questions
http://www.indiana.edu/~libpers.interview.html

Job Interview Questions
http://www.job.interview.net/Bank/QuestionBank.htm

Job-Interview-Questions
http://www.job-interview-questions.com/contents.htm

Sixty Common Interview Questions
http://www.ethailand.com/CAREERS/sixty_questions_1.htm

The Job Interview
http://www.ocs.fos.harvard.edu/html/interview.html

Virtual Interview
http://content.monster.com/jobinfo/interview/virtual